

Olanta Elementary

P.O. Box 628
Olanta, South Carolina 29114

Grades	PK-5 Elementary School	
Enrollment	215 Students	
Principal	Rebecca Hobbs	843-396-4457
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	24	80	38

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Good	Yes

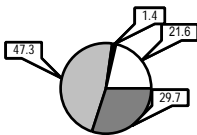
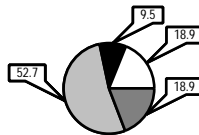
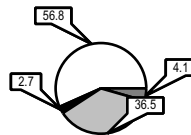
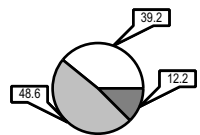
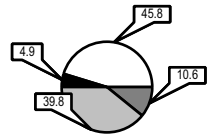
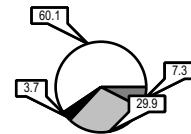
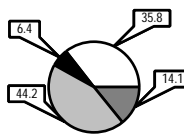
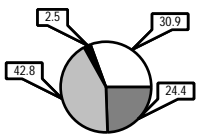
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	83	100.0	23.4	46.8	28.6	1.3	41.6	Yes	Yes
Gender									
Male	44	100.0	31.0	45.2	23.8	0.0	31.0	N/A	N/A
Female	39	100.0	14.3	48.6	34.3	2.9	54.3	N/A	N/A
Racial/Ethnic Group									
White	20	100.0	5.9	47.1	47.1	0.0	52.9	I/S	I/S
African American	61	100.0	27.6	46.6	24.1	1.7	37.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	68	100.0	12.9	50.0	35.5	1.6	50.0	N/A	N/A
Disabled	15	100.0	66.7	33.3	0.0	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	83	100.0	23.4	46.8	28.6	1.3	41.6	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	81	100.0	22.7	46.7	29.3	1.3	41.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	75	100.0	25.7	48.6	25.7	0.0	38.6	Yes	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	83	100.0	19.5	51.9	19.5	9.1	45.5	Yes	Yes
Gender									
Male	44	100.0	28.6	45.2	16.7	9.5	38.1	N/A	N/A
Female	39	100.0	8.6	60.0	22.9	8.6	54.3	N/A	N/A
Racial/Ethnic Group									
White	20	100.0	5.9	52.9	23.5	17.6	58.8	I/S	I/S
African American	61	100.0	22.4	51.7	19.0	6.9	41.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	68	100.0	8.1	59.7	21.0	11.3	51.6	N/A	N/A
Disabled	15	100.0	66.7	20.0	13.3	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	83	100.0	19.5	51.9	19.5	9.1	45.5	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	81	100.0	18.7	52.0	20.0	9.3	45.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	75	100.0	21.4	54.3	15.7	8.6	42.9	Yes	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	83	100.0	55.8	37.7	3.9	2.6	6.5
Gender							
Male	44	100.0	52.4	35.7	7.1	4.8	11.9
Female	39	100.0	60.0	40.0	0.0	0.0	0.0
Racial/Ethnic Group							
White	20	100.0	29.4	58.8	5.9	5.9	11.8
African American	61	100.0	62.1	32.8	3.4	1.7	5.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	68	100.0	51.6	40.3	4.8	3.2	8.1
Disabled	15	100.0	73.3	26.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	83	100.0	55.8	37.7	3.9	2.6	6.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	81	100.0	54.7	38.7	4.0	2.7	6.7
Socio-Economic Status							
Subsidized meals	75	100.0	60.0	32.9	4.3	2.9	7.1
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	83	100.0	41.6	46.8	11.7	0.0	11.7
Gender							
Male	44	100.0	45.2	38.1	16.7	0.0	16.7
Female	39	100.0	37.1	57.1	5.7	0.0	5.7
Racial/Ethnic Group							
White	20	100.0	23.5	47.1	29.4	0.0	29.4
African American	61	100.0	46.6	46.6	6.9	0.0	6.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	68	100.0	32.3	53.2	14.5	0.0	14.5
Disabled	15	100.0	80.0	20.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	83	100.0	41.6	46.8	11.7	0.0	11.7
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	81	100.0	41.3	46.7	12.0	0.0	12.0
Socio-Economic Status							
Subsidized meals	75	100.0	44.3	45.7	10.0	0.0	10.0
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	21	100.0	22.2	33.3	44.4	0.0	44.4
	4	31	100.0	42.9	39.3	17.9	0.0	17.9
	5	41	100.0	42.1	39.5	18.4	0.0	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	10.3	51.7	37.9	0.0	37.9
	4	23	100.0	25.0	45.0	30.0	0.0	30.0
	5	29	100.0	35.7	42.9	17.9	3.6	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	21	100.0	27.8	61.1	11.1	0.0	11.1
	4	31	100.0	21.4	25.0	42.9	10.7	53.6
	5	41	100.0	23.7	42.1	23.7	10.5	34.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	20.7	69.0	10.3	0.0	10.3
	4	23	100.0	25.0	45.0	20.0	10.0	30.0
	5	29	100.0	14.3	39.3	28.6	17.9	46.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	21	100.0	55.6	44.4	0.0	0.0	0.0
	4	31	100.0	50.0	42.9	7.1	0.0	7.1
	5	41	100.0	55.3	21.1	5.3	18.4	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	55.2	44.8	0.0	0.0	0.0
	4	23	100.0	55.0	30.0	10.0	5.0	15.0
	5	29	100.0	57.1	35.7	3.6	3.6	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	21	100.0	61.1	38.9	0.0	0.0	0.0
	4	31	100.0	21.4	75.0	3.6	0.0	3.6
	5	41	100.0	65.8	26.3	5.3	2.6	7.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	31	100.0	24.1	58.6	17.2	0.0	17.2
	4	23	100.0	40.0	45.0	15.0	0.0	15.0
	5	29	100.0	60.7	35.7	3.6	0.0	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 215)				
First graders who attended full-day kindergarten	100.0%	Up from 97.3%	100.0%	100.0%
Retention rate	7.4%	Up from 4.5%	4.0%	2.8%
Attendance rate	96.1%	Up from 95.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	4.9%	Up from 4.0%	4.0%	10.4%
On academic plans	0.0%	N/AV	48.8%	33.6%
On academic probation	0.0%	N/AV	2.1%	1.0%
With disabilities other than speech	13.3%	Up from 11.4%	7.2%	7.5%
Older than usual for grade	1.5%	Down from 3.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 16)				
Teachers with advanced degrees	31.3%	Down from 50.0%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.5%	0.0%
Teachers returning from previous year	77.7%	Up from 71.4%	83.9%	87.3%
Teacher attendance rate	95.1%	Up from 93.6%	94.6%	94.9%
Average teacher salary	\$42,924	Up 7.8%	\$41,406	\$42,485
Prof. development days/teacher	17.7 days	Up from 16.3 days	14.2 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 19.8 to 1	16.5 to 1	18.6 to 1
Prime instructional time	87.6%	Up from 86.6%	88.6%	89.7%
Dollars spent per pupil*	\$7,633	Down 2.4%	\$7,537	\$6,557
Percent of expenditures for teacher salaries*	57.2%	Up from 55.3%	61.3%	64.0%
Percent of expenditures for instruction*	62.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.5%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	N/R	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-2006 school year, Olanta Elementary School served 210 students in child development through fifth grade. OES uses a variety of programs and instructional strategies to further the academic success of our students.

Instruction is based on the South Carolina Curriculum Standards. Classroom teachers use a balanced approach to teaching both English/language arts and math. Our classroom teachers provide quality hands-on science instruction through the use of science kits. Teachers at OES also provide differentiation to meet the needs and monitor the progress of all learners through flexible grouping techniques. The faculty and staff of OES are committed to meeting the needs of students and helping them develop to their full potential. In addition to a rigorous curriculum, we teach our students to respect their own and others' talents, skills, and backgrounds. We are fortunate to have a full-time health assistant, a full-time guidance counselor, and a part-time Mental Health Counselor to address the health and emotional needs of all students.

We encourage academic excellence through the use of Accelerated Reader and our own awards. OES focuses on character education in our school through our guidance curriculum, service projects such as Jump Rope for Heart, St. Jude's Math-a-Thon, and recognitions such as Star Student and Student of the Week.

We are very excited about the future of our students at Olanta Elementary School. We invite all stakeholders to join us in improving the quality of our educational program. Your presence, participation, and input are welcomed and appreciated. With this, our students can continue our yearly theme of Sailing Towards Success at OES!

Melesia Walden, Principal

Christina Mattioli, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	25	18
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	96.0%	88.9%
Percent satisfied with school-home relations	90.0%	96.0%	94.4%

*Only students at the highest elementary school grade level at this school and their parents were included.